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ABSTRACT

This paper attempts to compare the nativist approach on the contextualization of vocabulary with approaches by behaviorists, empiricists, and neofunctionalists. It considers such themes and issues as the following: cognition, comprehension, and communication; prior knowledge and content; the process of contextualization; the skill and process of inference and reference; problem-solving; retention; empirical research; and the implications and conclusions of the nativist approach. (Contains 25 references.) (KFT)

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# CONTEXTUALIZATION OF VOCABULARY IN SECOND LANGUAGE ACQUISITION: EMPHASIS ON THE NATIVIST APPROACH WITH COMPARISON TO THE BEHAVIORIST, EMPIRICIST, AND NEUROFUNCTIONALIST APPROACHES

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TABLE OF CONTENTS

PAGE

I. INTRODUCTION.....1

II. COGNITION, COMPREHENSION, AND COMMUNICATION.....2

The Relationship Between The Speaker And The Hearer.....2

Communication And Comprehension Through Given Contexts...2

Hypothesis Making.....2

Other Cognitive Processes At Work.....3

III. PRIOR KNOWLEDGE AND CONTEXT.....4

Use Of Strategic Cognitive Strategies.....5

Preconceived Notions And Meaning.....5

IV. CONTEXTUALIZATION, A NATURAL PROCESS.....5

A General Perspective Of Linguistic Processes Used To Negotiate Meaning.....7

Specifics About Linguistic Processes To Negotiate Meaning.....9

Generalization and Categorization.....9

V. THE SKILL AND PROCESS OF INFERENCE.....10

VI. THE SKILL AND PROCESS OF REFERENCE.....12

Deixis.....12

Cross-referencing: Exophoric, Endophoric, Anaphoric Relationships.....13

VII. PROBLEM-SOLVING.....13

VIII. RETENTION.....14

IX. EMPIRICAL RESEARCH.....15

X. IMPLICATIONS AND CONCLUSION SUPPORTIVE OF THE NATIVIST APPROACH.....18

XI. REFERENCES.....22

# CONTEXTUALIZATION OF VOCABULARY IN SECOND LANGUAGE ACQUISITION: EMPHASIS ON THE NATIVIST APPROACH WITH COMPARISON TO THE BEHAVIORIST, EMPIRICIST, AND NEUROFUNCTIONALIST APPROACHES

The processes of comprehension and the negotiation of meaning on the macropropositional level supported micro-propositionally in the development of vocabulary in second language acquisition presuppose contextualization, and sufficient evidence exists to support this presupposition. According to the Nativist Approach, language--- whether written or spoken, is context dependent. A native speaker always has intent to do something while speaking and writing. Should the speaker be understood, it will be because listeners or readers will have had little difficulty in discerning the context of the message. Moreover, language must be considered from both a linguistic and a social perspective. The Nativist Approach holds that vocabulary in context is relevant to the individual within the context in which the individual is interacting. The Behaviorist Approach predicts that the use of repetition and pattern drills as a pedagogical practice will result in vocabulary acquisition. The Empiricist Approach seeks evidence that verifies or rejects the presupposition that context fosters vocabulary acquisition in second language acquisition. The Neurofunctionalist Approach inquires how the brain stores, transfers, and transmits information related to the acquisition of vocabulary in context; in addition, this approach describes what it discovers as the brain processes, stores, and uses vocabulary acquired in context.

According to the the Nativist Approach, as language is used,

all utterances preceding and following each other influence the understanding of what is spoken or written because a context is present. There is no doubt about how the relationship between the speaker and hearer guides spoken language. As the speaker identifies information, topics, main ideas, and salient or novel as well as expected matters of communication, the Nativist Approach holds that the speaker communicates his message in a given context . The same can be said of the writer. The speaker and the writer use a particular text logic (problem-solution, cause-effect, comparison, sequences, etc.), while the listener or reader must at the same time process what the listener hears or the reader reads by discerning the context amidst the text logic in order to comprehend the meaning negotiated. Just as there is no doubt how the relationship between the speaker and the hearer guides spoken language, it is just as significant that the speaker, the listener, and the reader bring to what is spoken, heard, or read "...a hierarchy of plans...based upon rule systems and cognitive processes..."(Hatch, 1983, p. 12). Certain cognitive schemata are already in place which determine how the message is spoken, interpreted, and comprehended. The Behaviorist Approach holds that cognition is a conditioned process. The message is spoken, interpreted, and comprehended based upon patterns that have been learned through repetition. Such linguistic behavior is considered predictible. For the Nativist, the listener, or reader, upon analyzing what is spoken or written, will make hypotheses about the message in order to discover meaning. Recognized known

qualities are used to infer propositional meaning. Concepts are inferred; world knowledge is inferred. In addition, to inference, "Perception, categorization,..., generalization, retention, and problem-solving...."(Hatch, p.2) are some of the processes believed to explain language acquisition. It is to these features, in general, and to other pertinent factors along with empirical data that this discussion intends to reveal sufficient evidence that contextualization affects vocabulary development in second language acquisition. It is impossible in the space of this discussion to do justice to the scope of the subject; therefore, a basic focus will be provided. Two observations should be made before any further discussion: (1) "A growing linguistic repertoire makes the learner less and less dependent on contextual information that must be available to the hearer....by mastering the language we can acquire more freedom from context-dependency" (Klein, 1986, p. 113). (2) "Writing of first-language acquisition, Bolinger (1976:100) challenges the more widespread view that children learn words as individual items:

> In the beginning stages a child apprehends holistically: the situation is not broken down, and neither is the verbal expression that accompanies it. That is why the first learning is holophrastic: each word is an utterance an individual word, as far as the child is concerned. It is only later that words are differentiated out of larger wholes.... The whole chuncks that we learn also persist as coded units even after the chemical analysis into words has partially split them up. An extreme example is 'How do you do?' That is functionally a single piece is proved by its condensation to 'Howdy?' Caution needs to be exercised against too ready a transfer from L1 assumptions to L2, particularly

> when lexical acquisition research of this kind is limited" (Carter, 1987, p. 9)

However, it is known that many similarities exist in the developmental process of first language learning and second language acquisition. Furthermore, it is "... plausible that sometimes (a problem with listening comprehension) for the foreign (language) learner would arise even if he or she were presented with the same material in the mother tongue" (Brown, 1986, p. 284). The source of such a problem may find its roots in conceptual content and context.

The Nativist would hold that the background one brings to a spoken or written message colors the meaning of that message; consequently, "..., comprehension of a message entails drawing information from both the message and the internal schemata until sets are reconciled as a single schema or message in which the constraints of both the graphic message and the internal schemata are satisfied ..." (Hudson, 1982, p. 8). Equally important is the fact that "...the comprehended meaning of a message is fundamentally dependent upon a reader's (or hearer's) knowledge of the world and analysis of context, in addititon to his or her use of the local linguistic characteristics of the message. For the reader (or hearer), the scope of the <u>context</u> ranges from base linguistic constraints to his or her physical and social milieu, while <u>meaning</u> is seen as including the sense, reference, truth, value, illocutionary force, perlocutionary effect, and significance of the message..." (Hudson, p. 7). No less important is "...the recognition that readers (or hearers) will apply meaning to a text (or spoken

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message) regardless of the degree to which they successfully utilize syntactic, semantic, or discourse constraints" (Hudson, p. 6). Comprehension may be established by the use of "...good strategies (which) ignore local constraints which mitigate against ...'comprehension' " (Hudson, p. 7). On the other hand, there may be a significant drawback to comprehension. "If the reader's (or hearer's) notions (of what is written or spoken) are wrong or nonexistent,... (the reader or hearer) may go so far as to twist the meaning of words in the surrounding context. Using... preconceived notions of the meaning of a word... (that reader or hearer) may create a whole new incorrect context" (Benoussan, 1986, p. 401). Relying too heavily on the Behaviorist Approach could lead to this kind of confusion because linguistic patterns previously learned will not fit every situation. In fact, pattern drills can cause the second language learner to develop preconceived notions which will twist meanings and create new incorrect contexts.

It is true that children pick up words very quickly. Given the right situations and the right conditions, empiricists hold that evidence shows that adults too can rapidly expand their vocabulary in both first and second languages, but the process of learning for children and acquisition for adults requires a good deal of time in either L1 or L2 vocabulary development. How it is actually done is not fully understood, but there is no doubt about how contextualization fosters vocabulary development. Nativists insist that anything short of contextualization is unnatural and results in ambiguity.

Contextualization provides comprehensible input; thus, ambiguity is eliminated. Krashen's and Terrell's "...experience has shown that children participating in ... Natural Approach activities... can acquire, for recognition (interpretive) purposes, about 15 to 25 new lexical items per hour, while adults can acquire up to 50 words of comprehensible input" (Krashen and Terrell, 1983, p. 156). It has been said "...the average child learns at the rate of 5,000 words per year, or about 13 per day. Children with large vocabularies probably pickup new words at twice that rate" (Wang, 1991, p. 151). The Empiricist Approach would search for the evidence to support these statistics and would want to show the validity of the relationship that exists between the use of Natural Approach activities and vocabulary acquisition. It is important to note that these contextualized activities do not require instant production of new lexical items, but the acquisition of a receptive vocabulary drawing meaning from the context in which the words occur. "The most serious vocabulary problem for the NNS (non-native speaker) is not the acquisition, or even the redefinition of concepts, but rather the acquisition of new labels for familiar concepts" (Crow, 1986, p. 244). Contextualization establishes relationships between new labels and familiar concepts. In short, context is the vehicle through which correct meaning can be understood. It involves "...sensible communication (with) a certain connection in the thoughts communicated..." (Omaggio, 1986, p. 92). Contextual utterance, according to the Nativist, "...is embedded in ongoing discourse as well as in some particular

circumstance or situation" (Omaggio, p. 91). Goodman and Smith suggest that reading and listening "...are indeed hypothesis-testing processes in which the comprehender selects clues and makes predictions about the ongoing discourse" (p. 99). If such suggestions are true, the Neurofunctionalist Approach might infer that contextualization provides a conceptual basis for comprehension and further vocabulary development, which find their origins in neurological (physical or biological) conditions. Then it might be concluded that "The more comprehension occurs, the more capacity will be filled with the cognitive contents that are the product of the comprehension process" (Britton, Graesser, Glynn, Hamilton, and Penland, 1983, p. 41). That is to say, when more meaning is produced, more cognitive capacity is filled; thus, according to the Nativist Approach, i+1 in the process of vocabulary development is encouraged by contextualization of vocabulary--- perhaps a natural process occurring in second language acquisition.

There are certain linguistic processes taking place when meaning is negotiated from a context. Normally, "...the balanced interplay of linguistic and non-linguistic information..." results in meaning (Klein, 1986, p. 112). Communicated meaning is the purpose and substance of communication. According to the Nativist Approach, for meaning to be negotiated not only must world knowledge, situational knowledge, and other preceding concomitant knowledge be brought to the context, but also other pertinent factors should be. Smith suggests "... we have in our heads... a <u>theory</u> of what the world is like, a theory that

is the basis of all our perceptions and understanding of the world, the root of all learning, the source of hopes and fears, motives and expectancies, reasoning and creativity" (Smith, 1988, p. 71). Therefore, "...learning to attach meaning to words involves the interpretation and encoding of perceptual data..." (Lee, 1979, p. 222). Developmentally, attention given to individual (semantic) features and the attention given "...to configurations or structured relations between (semantic) features...." attached to a word demonstrates the developmental process of perception (p. 223). At first, only individual semantic features are perceived. Progress from semantic fields to propositional acquisition occurs as words are recognized in relationship to each other. Verbs are perceived as never standing by themselves but in relation to nouns in sentential discourse. Prepositions are perceived as bringing verbs and nouns together. Cases, such as the accusative and the dative may also be perceived as establishing connections. Some of the smallest, yet very significant words, pronouns, are perceived as connecting sentential elements as well. Elements within a sentence are perceived in a context. Likewise, sentences must also relate contextually should a meaningful message be perceived.

> A single sentence can seldom be fully analyzed without considering its context. We use language in stretches and discourse. We string many sentences together in cohesive units such that sentences bear interrelationships....Both the production and comprehension of language are a factor in our ability to perceive process stretches of discourse, to formulate representations

> of meaning from not just a single sentence, but referents in both previous sentences and following sentences (Omaggio, pp. 116-117).

Consequently, the Nativist Approach holds that a cause and effect relationship exists between relationships comprehended in a context. As those relationships are comprehended in context as idea units related together on the macro-propositional level supported micro-propositionally, a meaningful message is perceived by the language learner.

But, then as the process of comprehension of a meaningful message is further analyzed by the Nativist Approach, it "...is taken to be identical to the process of selecting and verifying conceptual schemata to account for the situation (or text) to be understood....(Central to this process are #1) the construction of a schema or a plan which provides... a context or structure for the interpretation of the information that is being processed... and (#2) the segmentation of the text (or message spoken) into items or chunks... for the semantic integration of these items into the evolving structure" (Bailyn, 1983, p. 172). This semantic development follows a generalization process in which relationships can be seen between words. New information (vocabulary in context, for example) may be incorporated into "existing cognitive structures" by assimilation and accommodation (p. 174). The underlying logical or deep structure is identified in this process and semantic fields are organized according to some form of conceptual hierarchy. Not only does this categorizing allow for the acquisition of receptive vocabulary in context, but also it provides "...enough information about some of the words to gain a vague, but often

adequate understanding of derivatives encountered in subsequent reading" (Crow, 1986, p. 246). The same principle can be applied to spoken messages subsequently heard; thus, receptive vocabularies according to the Nativist Approach can be built and expanded very rapidly in a cyclical manner, rather than in a linear one resulting often from the Behavioral Approach. The cyclical manner of vocabulary acquisition allows for meaningful ties between new vocabulary and prior knowledge.

Closely allied to the processes of generalization and categorization into semantic fields are the skill and process of inference. Nativists hold that the development of receptive vocabularies presupposes the possibility of inference that allows "...a speaker/listener to turn utterances into cohesively related conversation (Hatch, p. 142).

> Hilyard and Olson (1978) separate inferences into three types: propositional, enabling, and pragmatic. Propositional inferences follow logically and necessarily from a given statement. They include (1) transitive relations or syllogisms (A is bigger than B. B is bigger than C. Propositional inference: A is bigger than C; (2) Implicature verbs (John forgot to shut the door. Propositional inference: John didn't shut the door: (3) Comparatives (John has more than Mary. Propositional inference: Mary has less than John.); and (4) Class inclusion (A is a B. B is a C. Propositional inference: A is a C.) Enabling inferences are those that provide causal relationships between concepts or events (John threw the ball through the window. Mr. Jones came running out of the house. Enabling inference: John broke the window versus John threw the baby through the window. Mr. Jones came running out of the house. Enabling inference: The house is on fire.) The third type, pragmatic inference , is based on implicit world knowledge which is not essential for the processing of the sentences. Rather it gives information which elaborates the meaning (e.g., The old lady stepped into the chauffeur-driven Cadillac. Pragmatic inference: The old lady is rich. (Hatch, p. 139)

The foregoing descriptions of inference clearly recognize and present the

relationship of vocabulary to context and the inferential possibilities that can exist when vocabulary occurs in context. One might also contextualize vocabulary through communication by means of what is referred to as context embedded communication. "An example of context embedded communication would be when two children who are hardly able to use each other's languages seem able to communicate quite well by gestures, non-verbal reinforcements and bodily movements" (Baker, 1993, p. 139) No matter how inference might occur, it presupposes the acquisition of more vocabulary; however, it must be realized that "...contexts that precisely identify a word's meaning may be relatively rare..." (Nagy, Herman, Anderson, 1985, p. 251). In fact, "In context reduced communication there will be very few cues to the meaning that is being transmitted. The words of the sentence exist almost alone in conveying the meaning. An example of context reduced communication is often the classroom where the meaning is restricted to words, with a subtlety and precision of meanings in the vocabulary of the teacher or the book" (Baker, p. 139). Likewise, it has been concluded that "Beyond the first several thousand most commonly used words in a language , direct vocabulary instruction is not efficient. Consequently, the repetitions of words in lists and the pronouncing of words in memorized pattern drills advocated by the Behavioral Approach would be found ineffective by the Nativist Approach. Obviously, the Nativist Approach would support the use of inferential skills

as a very effective way to learn and to acquire vocabulary. It has been described as the way that native speakers build very large vocabularies. Because these skills are not automatically transferable, they must be systematically taught to students attempting to acquire a second language.

In the next place, the Nativist Approach would also hold that reference also plays a very significant role in the comprehension of vocabulary to be acquired in context. Deixis, a vehicle of reference, denotes spatial, temporal, and interpersonal contextual features (Lee, p. 79). It is referent specific. The relation of the message to the one who speaks it, the place in which it is spoken, and the time it is spoken are all context-dependent. Unless the reference is provided by vocabulary in context, comprehension is difficult to achieve or lost all together. Deixis is the means by which these references are provided in context. Furthermore,

> We need to distinguish, as Faerch and Kasper do ..., between the external context of the discourse (speaker, hearer, place, time, genre, etc.) which will permit the listener to constrain his or her expectations in very general terms such as what it might be appropriate for a particular speaker to say to a particular hearer on a particular occasion, and the context which is directly relevant to the content of the discourse. This discourse-internal context must at least include what the speaker assumes to be common background knowledge about the content (enabling him or her for instance to choose appropriate referential expressions--- a programme I watched on TV versus the programme we watched last night, and so on), and it will also include what has been established as shared conventions in the course of the discourse (e.g. using a particular expression like the little ripples to refer to wavy lines drawn on a lake, or proceeding systematically from top to bottom, or bottom to top, with drawing the map) (Brown, p. 300).

It is obvious that time, aspect, and action significantly mark

vocabulary that is contextualized, but vocabulary in context may also refer the listener or reader to look beyond the immediate message to negotiate the meaning of the message. Here an exophoric relationship is established (Brown and Yule, 1983, p. 192). According to the Nativist Approach, contextual clues can serve as aids to readers/listeners who are sensitive to rhetorical traditions and cultural constraints (Benoussan, p. 399). Endophoric relations "...form cohesive ties within the text" (Brown and Yule, p. 192). They allow the message to be logically comprehended in context. In addition, other cohesive devices including "...anaphora...(serve) as a link with information contained in preceding clauses or utterances, or expands such information" (Klein, p. 118). Thus, vocabulary in a context of continuity and coherence can be cross-referenced in the process of negotiating meaning.

Discourse spoken or written in context allows for accurate hypothesizing which results in comprehension. Because problem-solving is believed to be one of the processes explaining language acquisition where hypotheses are made about a linguistic message, contextualized vocabulary positively affects the problem-solution process. The Neurofunctionalist Approach might say that this process occurs in the left hemisphere of the brain,but its processes are co-linked to the interworkings of the right hemisphere of the brain. The Nativist Approach holds that "... problem solving routines require a certain amount of knowledge about the subject matter in order to operate at all" (Britton, p. 54). Contextualization can provide the needed

knowledge for problem solving to occur. Equally important are the notions of quality, quantity, and goal as well as the text logics of comparison, cause-and-effect, and sequencing, which are all context dependent. Vocabulary is subservient to each of these notions, and when contextualized, results in meaning. The conscious decision-making processes involving each notion effectively operate when vocabulary is contextualized. The Neurofunctionalist Approach would seek information about how the brain makes problem solving and decision making possible. This approach recognizes the localization of brain activity on one or both of the cerebral hemispheres.

Finally, retention being one of the significant processes of language acquisition, how it works in relation to second language acquisition must be considered. It is thought by proponents of the Neurofunctionalist Approach that "...memory may be a constructive process rather than a retrieval of something which was stored as a static whole" (Hatch, p. 229). In other words, the cognitive processes of the language learner are matters of utilizing schemata already in place which allow for hypotheses made about new information. How this information is used "...depends on present circumstances and present constructive skills..." (p. 229) . Contextualization of vocabulary provides circumstances in which constructive cognitive skills can operatively synthesize contextual clues and other contextual data whereby meaning is conceptualized and retained. "Constructive memory processes are not only influenced by linguistic context, they are often the product of the integration of information in these contexts" (Bolesta and Leonard, 1987, p. 2). In the final analysis, it is clear that the Nativist Approach to the

acquisition of vocabulary in second language acquisition would firmly hold "...that linguistic context facilitates memory for verbal material" (p.1).

## EMPIRICAL RESEARCH

According to the Empirical Approach the question of whether or not contextualization of vocabulary affects second language acquisition perhaps is best answered by case studies. The following case studies are described to show the evidence that the Empirical Approach requires.

(1) A study of fifty-seven eighth-grade students of average and above average reading ability showed reliable gains in contextually learned vocabulary. These students read either an expository or a narrative text about one thousand words in length, followed by two vocabulary assessment tasks on fifteen target words from each passage (serving as controls for the unread passage): 1. an individual interview and 2. a multiple-choice test designed to tap partial knowledge of word meanings. Nagy, Herman, and Anderson concluded that "unmistakable learning from context (occurs) from one or very few exposures to unfamiliar words in natural text" (Nagy, Herman, and Anderson, p. 251). Statistically, this probability calculates to be a very positive range between .10 and .15 when the following formula is used Pn= 1 - (1 - P1)" . P equals the probability of learning a word on the basis of one exposure. When this study is compared to (Jenkins et al, 1978), the results are positively complimentary. Furthermore, when taken in comparison to each other, the statistical results from each of these studies support the

hypothesis that words are learned from context and that "...context is not limited to providing only a vague initial indication of a word's meaning (pp. 233-251).

(2) Using a probe word task , first, third, and fifth grade students were tested in different linguistic contexts for recall.Three groups of twenty children were studied. Three stories, three sets of sentences, and three sets of unrelated word lists were constructed with four alternate forms for each. Each story form contained 2000 words with twenty-four target sentences (each with a condition) containing probe words. Twenty-four additional sentences without a probe word were placed randomly throughout the stories to act as a control since each represented something unrelated to the context. Results indicate that words occurring in meaningful sentence contexts were better recalled than those in strings of unrelated words (Bolesta and Leonard, pp. 1-9).

(3) A study on the organizing fctors in remembering and comprehending involved three age levels (fifth grade, eighth grade, and college adults). Four forms of organization represented the variables: paragraphs, scrambled paragraphs, word lists based upon the paragraphs, and scrambled word lists. Three content types were used: narrative, abstract, and technical. Two types of word pairs (related and unrelated) were used in a recognition test. It was concluded that "...sentential information takes on meaning as it can be related to or assimilated into a plan. In the process, the reader makes inferences in order to clarify the relationship between the

sentence as new information and the plan" (Bailyn and Krulee, 1983, p. 175). A supportive study by Dooling and Lachma (1971) revealed that when a title provides a context, a passage can be more easily comprehended (pp. 171-198).

(4) Thirty-two children divided into four groups of eight: (3 years 1 month - 3 years 5 months), (3 years 6 months - 3 years 11 months), and ( 4 years 6 months - 4 years 11 months) were involved in a study to determine whether or not clause context determined their understanding of temporal connectives like: before, after, when, while, just before that, and after that. Results revealed that clause context aided comprehension. Clause context was not the sole basis for interpretation, but it was noted where clause context was lacking, comprehension was hindered (Keller-Cohen, 1987, pp. 165-183).

(5) Although no statistical data was provided, Keenan, MacWhinney, and Mayhew (1977) studied surface retention of certain utterances heard two weeks before testing for retention. Their study revealed that "...only those (utterances) which had some particular significance in the context where they had occurred (in this case a student seminar discussion) were remembered" (Garrod, 1986, pp. 226-237).

(6) A study was made of sixty students who were asked to translate seventy words from English to Hebrew. A long text from which the words were obtained in context was provided them one week after they had been given a list of those words out of context. Of the meanings inferred from the words in context,

40% of their wrong answers were contextually inappropriate; 24% of the words were suggested as inferred from the context. 60% of their wrong answers were not cited as being due to contextual inappropriateness (Benoussan, pp. 399-407).

(7) A study in French conmprehension, utilizing various visual contexts as advanced organizers involved 664 second semester beginning college students. Eighteen treatment conditions were set in order to measure comprehension of the written text. Results positively revealed a high degree of inferencing and few comprehension errors (Omaggio, pp. 105-106).

(8) A similar study in German cited by Omaggio, utilizing visual clues which provided a context of written text showed significant benefits especially for students at lower proficiency levels, and it was "...concluded that the effects of visual organizers on listening comprehension were inversely proportional to the language proficiency of the students in German (p. 109).

(9) Another study involving context-free as well as context-dependent vocabulary concluded that students at higher levels of proficiency also benefit from vocabulary contextualized within a text (Pickering, pp. 79-83).

## IMPLICATIONS AND CONCLUSION

## SUPPORTIVE OF THE NATIVIST APPROACH

Although the focus of many of the investigations concerning contextualization of vocabulary concentrates on L1 development, it is believed that many of the principles of L1 development can be applied to L2 development and acquisition. There is no

doubt about the fact "... that much of the research into the L1 effects of schemata and context is applicable to L2 reading" (Hudson, p. 20). Besides this, it has been suggested "...that learning to speak, read, and write a second language naturally follows many of the same principles of development as the first language" (Corey and Pfleger, p. 4). All in all, the greatest preponderance of L2 research consulted for this paper supports the Nativist Approach that contextualization of vocabulary is a significant factor in second language acquisition. "The more the learner can see the practical applications in language comprehension and production of notions such as collocation, the practical ways in which set relations can be applied in speech and writing and, from the very outset, that our fundamental access to meaning is the relations between words in contexts, then the more vocabulary learning will move away from its hidebound entrenchment in word-and-definition and the receptacle of the sentence"(McCarthy, 1984, p. 21). In fact, vocabulary learned in one context can be recalled and shifted into another and used in new situations with new combinations of words (Rosenthal, 1987, p. 227). Recall and reinforcement are vital to second language acquisition. The use of paradigms, lists, and memorized dialogues, pattern drills, and other methods proposed by the Behaviorist Approach have proven to impede, rather than foster, the acquisition of vocabulary in second language acquisition, while vocabulary presented and reviewed cyclically within situational frameworks providing linguistic, visual, and cultural contexts according to the Nativist Approach,

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supported by evidence searched for by the Empirical Approach, show significant advantages to recall and reinforcement of vocabulary acquisition. The Behaviorist would extoll the virtues of memorizing vocabulary through repetitious pattern drills; however, "Rote learning is one of the most inefficient applications of human cognitive facilities" (Crow, p. 244). The Nativist Approach has demonstrated that it is not necessary to exercise productive control over every word encountered for comprehension to occur, and the recognition of a semantic field provides a tool for rapid acquisition of more and more vocabulary due to the skill of inference inherently operative in a receptive approach to acquisition of vocabulary in context (pp. 246-247). "Poor readers (tend) to process text word-by-word (instead of by phrase groups), and...they...(attempt) to understand every word (primarily by looking them up in a dictionary or index) (Horwitz, 1986, p. 834). It is not recommended that "...no direct instruction should ever be undertaken. But ...the number of words to be learned is too enormous to rely on word-by-word instruction... (and) results strongly suggest that a most effective way to produce large-scale vocabulary growth is through an activity that is all too often interrupted in the process of reading instruction: Reading" (Nagy, Herman, and Anderson, p. 252). Likewise, the Nativist Approach holds that a communicative situation with a low affective filter, providing comprehensible input where vocabulary is contextualized, also becomes an effective way to increase the vocabulary of the second language acquirer. As the second language is acquired in this

manner, the ability for recall of that vocabulary is reinforced. Despite the fact that "...vocabulary adequate for native-like fluency...can never be learned," extensive exposure to vocabulary in context (either spoken or written) is an essential factor in second language acquisition. According to the Empirical Approach, sufficient evidence exists to conclude that vocabulary without a context is both ambiguous and a hindrance to both first and second language acquisition, and "...noncontextualized practice is a far cry from real language" (Omaggio, p. 72). However, the Empiricist Approach would still probably insist that further research, presenting positive and effective approaches to vocabulary acquisition in second language acquisition, is needed because much research appears to speak only reactively against the ineffective de-contextualized methods of teaching vocabulary. Doubtless, every aspect of this study, which is very supportive of the Nativist Approach, points to the fact that the processes of comprehension, often described by the Neurofunctional Approach from the cerebral (physical and neurological) perspective, and the negotiation of meaning on the macro-propositional level supported micro-propositionally in the development of vocabulary in second language acquisition--- presuppose the viable role of contextualization of vocabulary, and sufficient empirical evidence exists to support this presupposition.

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